



BRISBANE
WATER
SECONDARY
COLLEGE

UMINA CAMPUS

YEAR 8 2025 ASSESSMENT BOOKLET



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A message from the Principal

At Brisbane Water Secondary College Umina Campus, ongoing assessment is used to determine the level of achievement for each student in each course. The term 'assessment' means the process of identifying, gathering and interpreting information about student learning. Completion of all assessment tasks is mandatory. These tasks form part of the assessment program of each course and may include tests, class tasks, written or oral assignments, practical activities, fieldwork and projects. Tasks are required to be completed on or by the scheduled dates and times which are announced at least two weeks in advance.

Student performance is measured against course performance descriptors designed by the NSW Education Standards Authority (NESA) to indicate to teachers how to grade student work. Teachers use these course performance descriptors to describe student work against a set standard. At the end of each semester, student learning achievement will be conveyed to parents/ caregivers through a school report. It is important that parents and students use the grade and comments on reports to evaluate student achievement and effort and that each student strives to achieve their personal best.

This booklet contains the Assessment Procedures and Course Assessment Schedules for students beginning their assessment programs for Year 8 at BWSC Umina Campus. Students need to ensure that they have read and understood the requirements so that they are aware of their responsibilities and those of the school regarding assessment. This handbook is a useful guide for all students – it can assist them to effectively plan and take responsibility for managing their own learning. Students who are unclear about procedures or their responsibilities should arrange an interview with the Year 8 Team Leader or contact the Year 8 Deputy Principal.

Yours in education,

Kerrie Thomas

Principal



Principles of Assessment

Assessment at Brisbane Water Secondary College Umina Campus aligns with the NSW Department of Education Assessment and Reporting Policy and NESA's Assessment Principles. According to NESA, assessment is the broad name for the collection and evaluation of evidence of a student's learning. It is integral to teaching and learning and has multiple purposes. Assessment can enhance student engagement and motivation, particularly when it incorporates interaction with teachers, other students and a range of resources.

Teachers use a broad range of assessment activities to:

- provide opportunities to gather evidence about student achievement in relation to syllabus outcomes
- enable students to demonstrate what they know and can do
- clarify student understanding of concepts and promote deeper understanding
- provide evidence that current understanding and skills are a suitable basis for future learning

This booklet highlights the major assessment activities undertaken in each subject and rules and expectations related to these tasks. This does not represent the full range of assessment activities undertaken by students. Teachers use a range of strategies and their professional judgement to inform their understanding of student progress and achievement, which NESA describes in the subject syllabuses as assessment as, of and for learning.

The essential message in our school is that student progress is being assessed every day, in every lesson and that all learning activities matter. The major assessment activities outlined in this booklet are key elements of assessing this progress against the outcomes of each syllabus.



Gathering and Using Evidence of Learning

Again, according to NESA, teachers may plan for and gather evidence about student achievement in a variety of ways at key points during, and at the end of, a unit, a term or a semester. This evidence can assist teachers in making professional judgements about a student's progress and achievement of syllabus outcomes and provides feedback about how students can improve their learning.

Evidence may include teacher observation, questioning, peer evaluation and self-evaluation, as well as more formalised assessment activities, such as:

- gathering a range of students' work samples at various stages of an activity, including anecdotal records and students' oral, written and multimedia work samples
- assessing students' integrated use of knowledge, understanding and skills rather than discrete facts and skills used in isolation
- providing students with an opportunity to present to an identified audience (real or simulated)
- providing students with authentic and contextual learning opportunities
- analysing the quality of student responses against criteria, including rubrics
- observing students during learning activities and participation in a group activity
- evaluating student achievement across time, including student portfolios
- facilitating student discussion or conferences
- reviewing student reflections about what they have learnt and how to improve.

Teachers can use this evidence to:

- evaluate student progress in relation to the syllabus outcomes and content being addressed
- decide what needs to be taught next, and at what level of detail to assist students in their learning
- determine any adjustments to teaching, learning and assessment
- form a judgement of student achievement at key points throughout the year
- inform students, parents and subsequent teachers of a student's progress, strengths and areas for improvement
- monitor the effectiveness of teaching and learning programs

<https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/understanding-the-curriculum/assessment/recording-evidence>



The Common Grade Scale

Brisbane Water Secondary College Umina Campus uses NESA's Common Grade Scale to help to determine and to provide feedback about the level of a student's performance. The Common Grade Scale informs and is adapted to specific subject and task marking guidelines and rubrics, to help to determine the level of a student's performance against state-wide standards, both during and at the end of a stage and to provide feedback about that performance

Grade Description

A.

The student has an extensive knowledge and understanding of the content and can readily apply this knowledge. In addition, the student has achieved a very high level of competence in the processes and skills and can apply these skills to new situations.

B.

The student has a thorough knowledge and understanding of the content and a high level of competence in the processes and skills. In addition, the student can apply this knowledge and these skills to most situations.

C.

The student has a sound knowledge and understanding of the main areas of content and has achieved an adequate level of competence in the processes and skills.

D.

The student has a basic knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills.

E.

The student has an elementary knowledge and understanding in few areas of the content and has achieved very limited competence in some of the processes and skills



Course Completion Criteria

A student will be considered to have satisfactorily completed a course if, in the principal's view, there is sufficient evidence that the student has:

- followed the course developed or endorsed by NESA; and
- applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
- achieved some or all the course outcomes.

If a student is in danger of not satisfactorily completing a course (receiving an N determination), the student and parents/carers will be notified in writing, in line with NESA's N Determination Procedures, so that there is an opportunity for the student remedy the situation prior to the N Determination being issued. For the full procedures, see:

<https://ace.nesa.nsw.edu.au/ace-4020>

Adjustments to ensure all students can access the opportunity to demonstrate their skills

At Brisbane Water Secondary College Umina Campus, we strive to ensure that every student can engage on the same basis as their peers. Our Learning and Support Team works with teachers to ensure that appropriate adjustments are made for students with disabilities.

For some students, the adjustments are given to ensure that they are provided equitable access to the assessment tasks, the adjustments are not designed to provide an advantage.

Adjustments will be made on a case-by-case basis to meet the needs of the individual students. These adjustments may include but are not limited to

- Additional time
- Separate supervision
- Reader and/or writer in examinations
- Scaffolded guides
- Alternate questions
- Simplified Language
- Assessment check points.

For more on Adjustments in Assessment see [Assessment and reporting | NSW Education Standards](#)



Students Studying Life Skills

Students who are studying a single Life Skills subject or multiple Life Skills subjects are likely to be completing a range of different assessment tasks to those listed in this booklet or tasks adapted from them. Tasks for Life Skills students will be adapted, as needed, for the specific needs of students, to ensure that they have access to the task. Life Skills outcomes are not assessed against the Common Grading Scale but reflect whether the student has achieved the selected outcome independently or with assistance.

According to NESA's guidelines:

Students may achieve Life Skills outcomes either independently or with support. Students can demonstrate independent achievement of outcomes either:

- without adjustments
- with adjustments. These adjustments should enable the student to demonstrate achievement during assessment opportunities on the same basis as their peers. The collaborative curriculum planning process will have determined these adjustments. The type of adjustments will vary according to the needs of the student and the requirements of the activity.

Examples of adjustments include:

- the positioning of a student in a classroom
- more time to communicate
- use of assistive technology
- provision of alternative formats, e.g. large print or Braille
- provision of a reader or writer.

Some students will only be able to demonstrate achievement if they are given additional support. Support is provided when a student needs help to demonstrate the achievement of an outcome.

Examples of additional support include:

- verbal prompts
- visual prompts
- physical assistance
- provision of partial responses.



Student Responsibilities

Students are expected to complete all tasks to the best of their ability. Tasks will be completed on or before the date indicated. Students absent from an assessment task or examination are required to submit written evidence as to the reason for their absence.

Students are responsible for:

- Ensuring that they work to the best of their ability in all classes
- Ensuring that they do not disrupt the learning of others
- Determining if any assessment information has been distributed during a period of absence
- Attempting each assessment task to the best of their ability to demonstrate their maximum level of achievement. Technological issues including the loss of material or faulty storage facilities are not acceptable reasons for non-submission of tasks. Ensure all work is saved in various places and hard copies kept indicating progress
- Ensuring that all work submitted is their own work
- Ensuring that all tasks are submitted on time or that support is sought for alternative arrangements
- Re-submitting work or completing catch up work, if required
- Taking advantage of the support offered to complete all tasks and opportunities to submit drafts, preparation work, etc. and responding to the feedback provided
- Seeking early assistance with task requirements if any aspect of the task is causing difficulty in either understanding of requirements or in barriers to completion.

Non-Submission of Work

Students are given at least two weeks' notice of a major task and usually a significant amount of class time to support task completion. Test-type assessment tasks usually include periods of revision and test preparation in class. All tasks can be adapted for the documented specific needs of students as part of a support plan or where requested and appropriate.

Non-serious or non-attempts of any class or assessment task will be dealt with in line with non-compliance in the school's discipline policy. Students can expect class withdrawal, in-school or after-school detentions to ensure that a satisfactory attempt at all tasks is made by all students. Not applying themselves diligently or not meeting deadlines will also have a negative impact on student Aim Grades.



Students who are absent when an assessment task (such as a test) is scheduled, due to illness, misadventure or approved leave, may be required to submit an alternative task. In some circumstances, teachers may use their professional judgement of work completed in class or a modified task to determine an appropriate assessment grade.

Students are expected to complete the BWSC UC Stage 4 (Year 7 and 8) Assessment Appeal Form on Page 24 of this Assessment Booklet.

Years 7-9, students are given the opportunity to learn time-management and organisational skills that can lead to success in senior school. Not meeting deadlines and/or not engaging seriously and diligently with studies can lead to serious outcomes in later school years and may lead to a student not being eligible for the award of the RoSA or the HSC. Non completion of class or assessment work can lead to the principal determining that a student has not satisfactorily completed a course, as explained on p. 4, which may impact on transition to Year 10.

Use of Generative AI in Assessments and Plagiarism

At our school, we are committed to maintaining academic integrity and ensuring that all students demonstrate their own understanding and skills in assessment tasks. As such, the use of generative AI tools (including but not limited to chatbots, text generators, and any artificial intelligence designed to produce written content) is strictly prohibited during school hours and for all assessment tasks.

Students must complete their assessments independently and rely on their own knowledge, research, and skills. If a student is found to have used generative AI in any form for an assessment task, the following consequences will apply:

1. The student may receive a score of zero for the task.
2. The student may be required to resubmit the task, demonstrating their own understanding and capabilities without the aid of generative AI.

We encourage students to seek assistance and support from their teachers and peers if they are struggling with their assessments. Upholding academic honesty is essential for personal growth and learning..



Aim Grades and Assessment

A key focus at Brisbane Water Secondary College Umina Campus is to help students build skills and habits that will assist with study now, in the senior school, further education and the workplace. Skills such as organisation, time management, goal setting, striving for personal best, being open to feedback and advice and being willing to act on that feedback are all attributes considered in the Aim Grade.

Aim Grades are issued six times per year and give students, parents and carers a snapshot of how students are managing in these key areas.

Aim Grades are not achievement levels and do not measure achievement, but students who are more organised, who seek feedback and advice and who apply themselves diligently to tasks are more likely to consistently achieve their personal best. Aim Grades reflect that through consistent application, and setting and achieving personal goals, students build a solid foundation for success in and beyond school.

AIM Grade Descriptors

5. Outstanding

An outstanding approach to learning. Always setting exceptionally high personal learning goals.

4. High

A substantial approach to learning. Often setting substantial and challenging personal learning goals.

3. Sound

A sound approach to learning. Usually setting personal learning goals.

2. Basic

A developing approach to learning. Sometimes setting personal learning goals.

1. Limited

A limited approach to learning. Rarely setting personal learning goals.

Writing and Assessment

Brisbane Water Secondary College Umina Campus recognises the fundamental importance of extended writing (writing in paragraphs) as a way of students demonstrating and communicating their knowledge of subject concepts. Writing can provide opportunities for students to reflect on their learning, to provide examples and to explain ideas in detail.

While some writing is done as part of the major assessment program published in this booklet, most classroom writing and the teacher assessment of student progress that stems from it, happens daily from regular writing activities.



It is expected that as part of the Brisbane Water Secondary College Umina Campus Writing Strategy, students will undertake writing activities to demonstrate knowledge and understanding as a central part of lesson sequences in every subject area. In most cases some form of writing task should be undertaken in every lesson, every day. In these tasks, students will have opportunities to learn and use subject-specific knowledge and terms.

This writing will take several forms and will be appropriate for the subject area. Extended writing in Stage 6 of school (Years 11 and 12) is a feature of assessment requirements in every subject area, including a research assignment or investigation-style task in mathematics, so students in all subjects can benefit from regularly taking opportunities to enhance their extended writing. These tasks, which may be called “low stakes writing” in the sense that the tasks are not part of a test or assignment, will not always be explicitly marked and feedback about the actual writing will not always be provided (in the same way as speaking can be marked as part of a presentation, but most speaking in class is used to ask questions or to demonstrate knowledge, without marking or skill-based feedback); however, regularly completing low stakes writing can help students to practise and build their skills and demonstrate considered knowledge in a way that spoken responses cannot easily assess.

Scaffolding is a key tool that writers use to develop skills in structuring paragraphs. At Brisbane Water Secondary College, we use the TEEEC scaffold (Topic Sentence, Explain, Example/s, Expand, Conclude or link) as the foundation scaffold for developing clearly expressed paragraphs. This scaffold is versatile and can be built on or varied as students become more proficient and in relation to subject-specific writing. By regularly taking advantage of opportunities to extend their writing, to reflect and to explain in detail, students develop their writing skills and make their learning more concrete.

Some examples of low stakes (non-test) writing activities that may be undertaken:

- QuickWrites (short time-limited writing designed to quickly see what students think or know about a topic)
- Reflective Writing (usually undertaken in response to a question or stimulus to consider what has been learnt or experienced)
- Learning Journals (regularly written reflections and record keeping of progress in a particular area or in relation to a project)
- Narratives (imaginative writing, designed to provoke empathy or explore possible experiences in a different time and/or place)
- Analytical Writing (usually in response to a question or topic)
- Persuasive Writing (to adopt and argue a position on a topic)

Schedule of Assessment Tasks

This schedule does not attempt to cover all assessable activities but provides information about significant assessment tasks in each subject.

This schedule may be amended or withdrawn if required.

English

	Task 1	Task 2	Task 3	Task 4	Task 5	Totals
Timing of Task	Term 1 Week 9	Term 2 Week 5	Term 3 Week 9	Term 4 Week 4	Ongoing (Terms 1-4) Reading and Writing Journals	
Type of Task	Multimodal Presentation	Essay	Examination	Imaginative Writing		
Related Outcomes	EN4-RVL-01, EN4-URB-01, EN4-URC-01	EN4-RVL-01, EN4-URB-01, EN4-URC-01	EN5-RVL-01, EN5-URC-01, EN5-ECA-01	EN5-URA-01, EN5-URB-01, EN5-URC-01	EN5-ECA-01, EN5-ECB-01	
Task Weighting %	20	20	20	20	20	100
Syllabus Content Area & Weighting %						
What's the Big Idea	20					20
One and Free		20				20
Genre Palooza			20			20
Re-Telling the Tale				20		20
Reading and Writing					20	20

Mathematics

	Task 1	Task 2	Task 3	Totals
Timing of Task	Term 1 Week 6 & 11 Term 2 Week 4	Term 3 Week 4, 7 & 10	Term 4 Week 5 Portfolio	
Type of Task	Topic Tests	Topic Tests		
Related Outcomes	MA4-LIN-C-01, MA4-ALG-C-01, MA4-RAT-C-01	MA4-ARE-C-01, MA4-VOL-C-01, MA4-PYT-C-01	MA4-DAT-C-01, MA4-DAT-C-02	
Task Weighting %	40	40	20	100
Syllabus Content Area & Weighting %				
Linear Relationships, Algebraic Techniques, Rates, Ratios & Time Graphs	40			40
Area, Circumference, and Volume, Pythagoras' Theorem		40		40
Data Collection, Representation & Analysis			20	20

Science

	Task 1	Task 2	Task 3	Task 4	Total
Timing of Task	Term 1 & 2 (End of topics 1, 2 & 3)	Term 1 Week 8	Term 3 & 4 (End of topics 4, 5 & 6)	Term 3 Week 10	
Type of Task	Milestone Quizzes	Science Skills Task	Milestone Quizzes	Student Research Project	
Related Outcomes	SC4 – 16CW, 17CW, 14LW	SC4 – 7WS, 8WS, 9WS	SC4 – 12ES, 11PW, 7WS	SC4 – 4WS, 5WS, 6WS, 7WS, 9WS	
Task Weighting %	30	15	30	25	100
Syllabus Content Area & Weighting %					
Milestone Quizzes	30		30		60
Science Skills		15			15
Student Research Project				25	25

	Task 1	Task 2	Task 3	Task 4	Totals
Timing of Task	Term 1 Week 1 - 11 End of ongoing assessment Week 11	Term 1 Week 10	Term 3 Week 1 - 10 End of ongoing assessment Week 10	Term 3 Week 10	
Type of Task	PE Modified Game & Skill Performance	HEALTH Safe and Sound Exam	PE Practical Skills and Collaboration	HEALTH Case Study & Fitness Program	
Related Outcomes	PD4-4, PD4-5, PD4-10, PD4-11	PD4-1, PD4-2, PD4-3, PD4-7	PD4-4, PD4-5, PD4-10, PD4-11	PD4-6, PD4-8	
Task Weighting %	25	25	25	25	
Syllabus Content Area & Weighting %					100
Modified Games	15				15
Indigenous Games	10				10
Safe & Sound		25			25
BE ACTIVE			25		25
Commit to BE ACTIVE				25	25

HSIE (Geography Semester 1, History Semester 2)

	Task 1	Task 2	Task 3	Task 4	Total
Timing of Task	Term 1 Week 8	Term 2 Week 5	Term 3 Week 8	Term 4 Week 5	
Type of Task	Fieldwork and Report	Examination	Research and Presentation	Examination	
Related Outcomes	GE4.1, GE4.2, GE4.3, GE4.5, GE4.7, GE4.8	GE4.3, GE4.4, GE4.7, GE4.8	HT4.3, HT4.5, HT4.7, HT4.8, HT4.10	HT4.2, HT4.4, HT4.6, HT4.9	
Task Weighting %	60	40	60	40	200
Syllabus Content Area & Weighting %					
Water in the World	60				60
Interconnections		40			40
Medieval Europe OR Vikings			60		60
Medieval Europe OR Vikings and Contact and Colonisation				40	40

Visual Arts

Task 1		Task 2		Task 3	Totals
Timing of Task	Term 1 Week 9	Term 2 Week 9	Term 3 Week 9		
Type of Task	A. Critical Study /10 B. Visual Art Process Diary /5 C. Portrait /15	A. Research Task /15 B. Visual Art Process Diary /5 C. Ceramic Mask /20	A. One-Page /10 B. Visual Art Process Diary /5 C. Printmaking /15		
Related Outcomes	4.1, 4.3, 4.5, 4.7, 4.10	4.1, 4.2, 4.4, 4.6, 4.9	4.1, 4.2, 4.4, 4.8		
Task Weighting %	30	40	30	100	

Technology Mandatory

Task 1		Task 2		Totals
Timing of Task	Term 2 Week 3	Term 4 Week 3		
Type of Task	Design Project	Design Project		
Related Outcomes	TE4-1DP, TE4-2DP, TE4-3DP	TE4-1DP, TE4-2DP, TE4-3DP		
Task Weighting %	50	50	100	
Practical Skills	20	20	40	
Design Skills	20	20	40	
Folio Skills	10	10	20	

LOTE

	Task 1	Task 2	Task 3	Task 4	Totals
Timing of Task	Term One Week Ten	Term Two Week Three	Term Three Week Ten	Term Four Week Five	
Type of Task	Speaking Examination & Research Task	Reading and Writing Examination	Listening and Writing Examination	Speaking Examination & Research Task	
Related Outcomes	ML4-INT-01, ML4-UND-01, ML4-CRT-01	ML4-UND-01, ML4-CRT-01	ML4-INT-01, ML4-CRT-01	ML4-INT-01, ML4-UND-01, ML4-CRT-01	
Task Weighting %	25	15	25	35	100
Syllabus Content Area & Weighting %					100
Topic 1 My SELFie	25				25
Topic 2 For the love of food		15			15
Topic 3 A Day in my life			25		25
Topic 4 Let the Celebrations begin				35	35

Stage Four Targeted Programs

7-8 CAPA MUSIC

	Task 1	Task 2	Task 3	Task 4	Total
Timing of Task	Term One Week Eight	Term Two Week Four	Term Three Week Eight	Term Four Week Four	
Type of Task	Performance	Performance	Performance	Performance	
Related Outcomes	4.1, 4.3	4.1, 4.2	4.1, 4.2, 4.3	4.1, 4.2, 4.3	
Task Weighting %	20	20	30	30	100
Syllabus Content Area & Weighting %					100
Performance	20	20	30	30	100

7-8 CAPA Dance

	Task 1	Task 2	Task 3	Task 4	Total
Timing of Task	Term 1 Weeks 1-11	Term 2 Weeks 1-10	Term 3 Weeks 1-10	Term 4 Weeks 1-5	
Type of Task	Performance	Performance	Performance	Performance	
Related Outcomes	DA4-PER-01	DA4-PER-01	DA4-PER-01	DA4-PER-01	
Task Weighting %	25	25	25	25	100
Syllabus Content Area & Weighting %					
Dance Conditioning and Technique	25				25
Elements of Dance		25			25
Performance Quality			25		25
Body Skills				25	25

7-8 CAPA Drama

	Task 1	Task 2	Task 3	Task 4	Totals
Timing of Task	Term 1 Week 9	Term 2 Week 5	Term 3 Week 8	Term 4 Week 6	
Type of Task	Group Project	Monologue Performance	Examination	Individual Project	
Related Outcomes	4.1.1, 4.1.2, 4.2.2 4.3.1	4.1.1, 4.2.2, 4.3.3	4.3.1, 4.3.2	4.2.2, 4.3.3	
Task Weighting	30	25	15	30	100
Syllabus Content Area & Weighting					
Playbuilding – Making, Performing and Appreciating	30				30
Performance – Making, Performing and Appreciating		25			25
Examination - Appreciating			15		15
Individual Project – Making and Appreciating				30	30



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7-8 CAPA Visual Art

Task 1		Task 2	Totals
Timing of Task	Term 2 Week 2	Term 3 Week 9	
Type of Task	Visual Art Process Diary Pop Art Inspired Artwork Artist Profile	Visual Art Process Diary Ceramic Work Artist Profile	
Related Outcomes	4.1 4.4 4.7	4.1 4.5 4.7	
Task Weighting %	50	50	
			100

7-8 Advance

Task 1		Task 2	Totals
Timing of Task	Term 2 Week 3	Term 4 Week 3	
Type of Task	Project 1	Project 2	
Related Outcomes	Composing texts through speaking, writing and creating. Explore, express and communicate ideas, opinions and issues.	Composing texts through speaking, writing and creating. Explore, express and communicate ideas, opinions and issues.	
Task Weighting	50	50	
Book / Portfolio	50	50	100



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7-8 Targeted Sport

Task 1		Task 2	Totals
Timing of Task	Term 2 Week 4	Term 4 Week 4	
Type of Task	Practical Application	Practical Application	
Related Outcomes	PASS5-7, PASS5-9	PASS5-7, PASS5-9	
Task Weighting %	50	50	100
Syllabus Content Area & Weighting %			
TSP Coaching/Sports Psychology/Endurance training	25		25
TSP Coaching/Diet and Nutrition/ Strength Training	25		25
TSP Coaching/Human Anatomy/Flexibility Training		25	25
TSP Coaching/Sleep and a Healthy Lifestyle/Speed Training		25	25